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Students of Bryn Mawr College

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Working for change

by Sherryl Statland

"You are a highly trained human being if you make it through this place [Bryn Mawr College] and you should not pretend that you are not," said Edith Wilson '74, at the conclusion of the Career Planning Office's workshop "Working for Social Change." This comment was applauded by the audience of forty or so women gathered in the Dorothy Vernon Room on Saturday, March 24 from 2 to 4 p.m.

Wilson was one of the six alumnae who shared their experiences and insights with undergraduates who are considering employment in public interest organizations. The keynote speaker was Terry Maciocha, Jobs Editor for *Community Jobs*; the other members of the panel included Joanna Underwood '62, Catherine Esoyan '73, Cindy Howes '73, and Katherine Kohlas Knight '59.

Maciocha stressed the fact that though there are opportunities, stiff competition exists for jobs in public interest groups, as well as in private industries. Moreover, she stated her purpose was "to burst your bubble" about the ideal nature of social change work. "Social change is a slow, plodding process which is painful and requires dedication," Maciocha commented. She ended her address by saying that working for social change was not "a life commitment" and that one constantly has to re-evaluate one's work conditions.

Joanna Underwood then spoke about the organization, INFORM, which she founded in 1972. INFORM is one of the few environmental research groups in the public sector, she noted. According to Underwood, INFORM "identifies the state of the art of decision-making in an industry," and then shares this knowledge with the public, as well as with the private industry involved. She stressed the importance of clear writing as an essential tool for all communication, especially in the area of technical issues which have to be "put into English" for the general public.

The international perspective was introduced by Catherine Esoyan who works for the American Friends' Service Committee (AFSC) in Lebanon. She briefly described the three areas in which AFSC works: inter-



"There are more women on local government because the guys have figured out that it's the toughest level of government," commented Carol Bellamy, President of the New York City Council in her lecture on Women and Political Leadership on March 26. Bellamy, left, chats with President Mary Patterson McPherson after the talk.

national, peace education and community relations, and then talked about her personal experience. She noted that there are "no steps for social change jobs" like there are for doctors or lawyers. Again, the importance of "hangin' in there" was emphasized and Esoyan encouraged students to "get a foot in the door" by internships and volunteering with organizations to gain valuable experience. She concluded that for her it was "remarkable to be getting paid for what I want to do most."

The primary importance of "doing what you like to do" was reiterated by Cindy Howes who is the director of the Women's Resource Center in Wayne, Pennsylvania. Howes' primary concern is with women's issues and she noted that there are over 275 groups in the Philadelphia area which center on women's issues like rape, abuse, employment and health. Howes discussed the "burn out" phenomenon of working for a social change group and advised women embarking on careers to make time for themselves, too.

Katherine Kohlas Knight, a member of the Catholic Connection in Boston, gave the spectrum of opportunities available in

the social change field. Not only are there different kinds of groups—international, national and local—but there are also a wide variety of skills which these groups need, from writing press releases to designing new systems of irrigation. Knight set up a sequence of events for "getting into social change" and stressed "personal involvement" as the first and most important factor in becoming politically active.

Finally, Edith Wilson spoke about her experience and said, "I broke every rule." She had been the Senior Associate of the New Transcendental Foundation, then the Director of Communications for CARE, and has recently joined a public relations firm in the private sector. Wilson admitted to "having sold out," but she feels that she now has more to contribute to some of the private volunteer organizations to which she still feels tied. Moreover, she believes that "you get what you ask for" in terms of job opportunities. The public interest groups are receptive to new ideas, she noted, and then added, "Don't let the world shape you." Is that not the foundation of the Bryn Mawr experience?

Externs return

by Beth Leibson

Enthusiastically received, the extern program has burgeoned since its inception eleven years ago. This year's 57 externs participated in a variety of fields including publishing, social work, business, art and medicine.

Suzanne Dorf '86 calls the extern program "fantastic." Working with a lawyer of the New York City Law Department, Dorf observed criminal trials, an appellate court and a hearing, learned to do legal research and met with several attorneys and a federal judge.

Dorf also researched contract law to write a memorandum about cases supporting the city's interpretation of a tax exemption case. She "really learned what it's like to be a lawyer."

"The extern program is most helpful if you set some goal for the week," suggested Amy Friedman '86. Friedman worked with a free-lance lighting designer and set her goal as "seeing as many different stages of production as possible." She did just that, watching a half dozen shows.

Friedman also met with a number of actors and directors and learned about technical theater. "I was surprised at how technical 'technical theater' is today," Friedman commented.

In an entirely different vein, Caroline Gutmann '86 worked with an anesthesiologist. She observed a "huge variety" of operations including a hernia operation, a mastectomy, a tumor removal and heart surgery, saw a caesarean section delivery in the obstetrics ward and spent time observing patients in the intensive care unit. She was also able to assist in an experiment on a pregnant sheep by connecting tubes and performing other simple tasks.

Donna Herman '85 interned in the electrical and technical division of Harper and Row. She proofed a computer language manual, reviewed a game for *Home Computer* magazine, tested computer games for programming errors and wrote a sample letter to send to book clubs about a book on computer applications.

Herman also surveyed bookstores with a copyright expert investigating the market for a book on BASIC; "I got to see the competition" in the book market, commented Herman. The best part, however, was the reassurance of seeing that "there is hope in the job market for someone with a B.A.," remarked Herman.

Linda Rosenberg '86 spent her week in Conrail's forecasting department, which predicts the company's expected revenue and plans programs accordingly. Rosenberg met with various people to discuss their jobs and attended a briefing on the department's progress. "It is interesting, there are very few women working in railroads; there was no one I could take as a

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Jyl Gentzler '85 was awarded an NEH grant to study Hegel and Kant.

Villarejo, Gentzler get grants

by Karen Sullivan

Have you ever come across an interesting topic in class and thought, "I'd love to really pursue this in depth, but I just don't have the time."? Juniors Amy Villarejo and Jyl Gentzler have, but they were lucky enough to obtain grants with which to pursue their topics this summer.

The National Endowment for the Humanities (NEH) sponsors the Younger Scholars Program, which gives grants of \$1400 to high school and college students every year, under the stipulation that \$300 of this will be given to the student's advisor on the project. The student spends nine weeks over the summer investigating any subject of her choice in the humanities, provided it is not a creative project.

Villarejo and Gentzler were two of this year's 120 applicants chosen out of a pool of 600. Villarejo will be studying "confidence and the female writer of the nine-

teenth century" as seen in the works of Sarah Orne Jewett. Most of her summer will be spent in Maine at Colby College, where Jewett's manuscripts are kept, working with the help of Jane P. Tompkins, a Bryn Mawr alumna and a visiting professor of English at Columbia University. With luck, the document produced will be published in the *Colby Library Quarterly*.

Gentzler, a Haverford Philosophy major, will be examining the Kantian origins of Hegel's logic, by comparing Kant's *Lectures on Logic* and *Critique of Pure Reason* with Hegel's *Greater Logic*. Assistant Professor of Philosophy Robert J. Dostal will advise her on the project. Depending on how her research develops, the article may or may not be published.

Both Villarejo and Gentzler intend to pursue such research in graduate school, in the hope of obtaining doctorates in their subjects.

Erratum

The *College News* regrets an error made in the story "Trustees raise tuition, elect Clayton" in the March 7 issue. The article stated that tuition and room and board fees would be 8.5 percent higher next year. They will actually be 7.9 percent higher than this year's fees, or \$13,000.

Women, men, single sex colleges

One can learn a great deal about a society by comparing a woman's experience in a men's educational institution to a man's reaction to being in a women's college. As one of the first women at Johns Hopkins' graduate school, M. Carey Thomas was obliged to sit behind a screen so as not to distract her male classmates. Eventually the victim of so much discrimination that she was forced to go to Europe to complete her doctorate, Thomas was refused a Ph.D. at the university where she completed her work; finally, her examiners could not ignore the value of her dissertation and grudgingly awarded her the degree *summa cum laude*.

Richard Logan, on the other hand, Bryn Mawr's only alumnus with an undergraduate degree, has commented that during his years here "it was hard to study because of the distractions." A man spending a year at Wellesley described his classmates as "2000 at his beck and call" in Harvard's weekly magazine, *What is to be Done?*

Clearly a woman in a men's institution represents an invasion upon privilege, which she is to succeed at only with great duress and courage, and in the face of constant condescension and discrimination. A male on female territory, however, reacts with the arrogance of one reasserting a position of prominence only temporarily and tenuously usurped.

As Gabe Shawn Varges observes in a letter from Harvard, a women's college is an assertion of women's capacity to live independently of men in a world where we are constantly informed we are failures without a man at our side.

Motherhood, wifehood defended

In her pointlessly belligerent commentary on marriage and motherhood, Paula Tushman has overstepped the bounds of honor and intelligence. Not only is she, as the reader assumes is the point, offensive to those considering marriage or motherhood, but she also sells short any modern feminist.

"A comfortable niche for achiever and lazy bum alike" may well be found in motherhood and wifehood, but the same can, with equal verity, be said of any occupation. What determines the success or mediocrity of one's endeavors is the abandoning of that niche; as women of intelligence, talent, and ambition that niche is beyond consideration. Those who choose maternity or matrimony are to be expected to excel at it. To excel in either is not, as Paula mocks, "terrorizing the local PTA and... chauffeuring the brats". It is raising responsible, educated, and happy children, among other qualities, and remaining happy and stimulated oneself.

More to the interest of every reader,

potential mother or wife or not, is the concept that motherhood and wifehood precludes another career. As women of our special qualities, we bring to the world our minds, our determination, and our feminism. Any future that we choose for ourselves will not be a waste of our talents unless we let it be. That a fellow feminist would imply that limits are necessarily applied to our abilities is repugnant to us all.

Personally, I am considering a career of wifehood and motherhood. This is in addition to whatever other plans I make, with both careers holding equal import if not flamboyance. Either occupation will be enhanced by and permeated with my Bryn Mawr education, and I challenge any to suggest that I will be, whatever I end up doing, "wasting fifty thousand dollars worth of education by doing solely that for which a fifth-grade education would have sufficed." Only a shallow and spiteful person would imply that I, or any woman from Bryn Mawr, could.

Erika M. Sutherland '86

Reaffirming women's education

As in the case of single or divorced women in the past, the hardest thing about attending a women's college today is dealing with the societal view of what is "normal" for "proper" women. Coeducation (having a husband) is the norm; a women's institution (being single and living on your own) is not. Going out with male classmates who know you (and may bore you) is "natural," as is going out with your husband. Going out with women friends or going out to meet males on your terms, on the other hand, is "artificial"—even "demeaning."

So sized up for me a Mount Holyoke friend of mine while I was attending Amherst the dilemma of studying at a women's institution. Never mind, she complained, that the school involved may be among the best in the nation. Never mind that the experience is enriching in a way that will never be duplicated in a male-oriented world. Never mind that, like being single, being at women's college may reflect independence of spirit, self-confidence, and a search for identity. And never mind that such an experience could

help one be better prepared to deal with the co-ed world. Why, remaining single for more than a very short time *could only* hurt one in becoming a "good wife," in enjoying marriage.

I was reminded of this conversation recently, when here at Harvard a number of articles began appearing which reflect very much the societally-induced problems which students of Seven Sister schools continue to face. I thought students at Bryn Mawr would benefit from seeing this article—the eloquent personal response by a Wellesley student. These events have reconfirmed for many of us the fact that women at the top women schools have a special burden in helping educate society about the need for women to have options—and not to be condemned or stereotyped when they do exercise these options: whether getting married or remaining single, whether staying at home or pursuing a career, or whether attending a co-ed or a women's college.

—Gabe Shawn Varges

The writer is an Amherst alumnus and currently a graduate student at Harvard.

Wellesley woman responds

The article below was published in the March 7 issue of the Harvard University weekly magazine, *What Is To Be Done?*

I was dismayed and angered, though not in the least surprised, to see that piece "Some Like It Hot: Spending a Year at Wellesley" (*What is to be Done?*, February 23-29, 1984). Though after a few years at Wellesley it is possible to grow accustomed to being assaulted by the arrogance that seems to come so easily to some at Harvard University, it is still difficult to sit quietly by while the total experience of the Wellesley student is casually and authoritatively described as 2000 giggling, giggling "girls" who bemoan their imprisonment in this all-female environment. It is still difficult to have four years of learning and evolution reduced to our alleged reaction to a co-ed from Bowdoin. It is still difficult, even after a few years, to read about Wellesley, as the article states, as a place for men who go to schools on the exchange program to come and "put their money where their fantasies are." Yet most difficult of all is to see the perpetuation of sexist themes and language, directed at both genders, couched in an article about a place that works so hard to put an end to sexism.

Unfortunately, Mr. Solomon chose the phrase "2000 women at their beck and call" to describe the co-ed experience. Certainly, I for one am thrilled that Mr. Mathers *et al.* are here so that I'll have something at Wellesley that will fill my days—particularly handy for those occasional instances when there's a temporary slowdown in the husband hunt. Mr. Solomon goes on to show that even men are not safe in his monument to misunderstanding, as he

decries that normal, "red-blooded" males will naturally want to come to Wellesley, presumably under the assumption that they will have 2000 of us at their "beck and call." Any thinking man should be outraged at being lumped into such a category; to be "red-blooded," a man must run around an all-women's campus with his tongue hanging out of his mouth. No one escapes in this article.

The cutlines and headlines also reach a new high in low. "Some say it's heaven on earth" below a photo of the sign marking the entrance to the college admirably dramatizes the "Don't worry, they won't even know they're being insulted" outlook on the part of the editor. And the headline "Some Like It Hot," certainly defensible as a loose comparison to the Jack Lemmon, Tony Curtis cinematic adventure in drag, is also simply good for a giggle above an article about a man trapped by "hordes of surrounding women."

Equally infuriating is the fact that this piece appears under the running headline "Hub Campuses." This is what Wellesley College gets—a greasy little story on the social life of one Chuck Mathers? Nowhere in the article is there even a nod to ideas such as the differing perspectives on learning in an all-female environment, or any other issue outside the realm of the purely superficial.

So please. As one member of the "hordes" out here, I ask that next time, if there must be a next time, assign the story to someone whose contempt for this college is not so thinly veiled.

Sarah P. Mulkern
Wellesley '85

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Statement of Purpose

The College News seeks to provide a forum for the students, faculty, administration, and staff of Bryn Mawr. While articles on topical subjects will be published, each issue will seek to examine in-depth an issue of relevance to the College community. The College News welcomes ideas and submissions from all members of the community, as well as from outside groups and individuals whose purpose or functions are connected to those of the College.

T-shirt design offensive

One of the choices for the 1984 Rockefeller Hall t-shirt reads "Rockefeller Amazon" on the back. On the front, over the right breast, is the legend "No Breast Here." I feel this shirt design unintentionally makes light of mastectomy. Losing any part of the body, especially a visible part, hurts a person's self-image. When the loss is associated with a life-threatening disease (as mastectomy often is with cancer), it becomes a constant, lasting reminder of that illness. Less drastic treatments such as "lumpectomy" and radiation are becoming more widely used

against breast cancer. Nevertheless, mastectomy, with or without subsequent reconstructive surgery, is still an essential part of treatment for some types of breast cancer, or for large tumors located where lesser surgery would leave the breast very disfigured.

Seeing the sketch of this t-shirt design displayed in the Rock lobby last week made me physically ill. It brought back memories of my own mastectomy (I was twenty at the time), and reminded me of

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Rubbing shoulders with the rich and famous

by Amy Friedman

The extern program is a wonderful thing, as many before me have rightly said. There are, though, some definite drawbacks which really aren't addressed fully in the subject's existing literature. The basic idea is sound enough: one gets assigned to a working alumna so one can follow her around and see what her work is like. One meets her associates, patients, friends, etc., and asks questions of all of them. One might follow a doctor on her rounds, mix paints for an artist, or total surveys for a market research analyst (whatever that is). It's a nice, week-long opportunity to get a reasonably accurate idea of a professional's life.

All of this, though, only scratches the surface of the extern program. Here's what externs don't just do: ask questions and follow their sponsors around. Here's what externs actually do do: rub shoulders with the rich and famous.

I was assigned to a free-lance lighting designer who works in theaters in New York City. On my first day, I followed her to a production meeting for an off-Broadway play, to a designer's studio, to two shops

that build special props, and to a rehearsal for another off-Broadway play. By the end of the day, I had asked questions of three lighting designers, two stage managers, two dancers, two directors, four prop builders, and one playwright.

"This is great," I commented over dinner. "I'm having a wonderful time."

"I'm glad you're enjoying yourself," said the lighting designer. "Do you have any more questions today?"

"Yes, just one."

"Well?"

"When do we meet Jeremy Irons?"

She looked stricken for a moment, then moved the soy sauce bottle and leaned across the table.

"I'm afraid I have some bad news for you. I know you wanted to meet lots of people this week and to ask questions of all of them, but I'm sorry to say that Jeremy Irons won't be one of them. You see, he's been in New York for a while, even several months before 'The Real Thing' opened, and . . ."

"Yes?"

"Well, absolutely no one has ever seen him. He never goes anywhere."

"No one at all?"

"Absolutely no one. I know this."

That shut me up for awhile. She seemed to know an awful lot in general, and if she said she knew this thing she was probably right about it. It looked as if I wasn't going to get to ask Jeremy Irons a question after all.

My technical theater education proceeded pretty smoothly after that. In the following days I asked questions of electricians, directors, musicians, composers, lighting board designers, ushers, and actors. Also two ticket agents, two policemen, and a woman with a shopping cart when I got lost on the subway. I was learning an awful lot, but this, like all good externships, had to come to an end eventually. It came to an end with one big party.

"I've decided to have one big party," said the free-lance lighting designer. "I thought I'd invite everyone I've ever known in the theater business, union and non-union alike, so you could see if there are any you haven't met and asked questions of yet. Could you come over early and help me set up?"

"Sure," I replied. "Can we invite Jeremy Irons?"

"I suppose we could, although you know, he never goes anywhere."

I showed up very early to help with the crudites. I said I would answer the phone while the lighting designer ran out to get more potato chips. She had only been

gone about five minutes when the door rang. Since the one-way, covered peephole was a good eight inches over my head, I opened the door. There was Jeremy Irons. He looked a little nervous.

"Hello," he said, strolling in. "Am I early? Sorry if I'm early. I always get these times wrong. You know, I never go anywhere."

"Oh yes," I said, "I'd heard."

We both looked around the room. Sensing a lull in the conversation, I said, "Uh, uh, um, hmmm."

"Yes?"

This was it. My big chance to ask a question of Jeremy Irons. "Um, hmmm," I said, "Uh, um . . . Jeremy?"

"Yes?"

"Would, um, hmmm, would you, um, like a drink?"

"Oh, no thank you," he said politely. "I only drink Coke."

"But, I, um," I stammered.

"I'm sorry," said Jeremy Irons, "but you only get one question." He strolled out of the apartment and I watched the door close by itself behind him.

"My goodness that's a funny face you're making," said the lighting designer a few minutes later. "Did I miss anything while I was out?"

"Oh, no, nothing much. Not much. I'll just have a Coke and get back to those crudites."

Catechism of cliché: It's not funny

by John Hughes
Math Dept., et. al.

During the Fall of 1981, Oscar Lanford was lecturing on introductory calculus to a class of about 200 students at Berkeley. The lecture was interrupted by eight students who marched up onto the stage, waved red flags and displayed banners, chanted slogans, and then left, handing out propaganda as they went. The students were members of the Revolutionary Communist Youth Brigade, and although their demonstration gave Oscar's weaker students a moment to catch up on his lecture and gave the stronger ones an opportunity to jeer, the interruption was generally regarded with disfavor.

The head of the RCYB was interviewed by the *Daily Californian* and was asked if the disruption of a large class didn't seem a fairly serious breach of the University rules. He answered, "What is the significance of a few petty classes in the greater context of world socialism?"

A cliché! A veritable miracle of cliché! (Try substituting 'feminism' for 'socialism' above, and if it doesn't still strike you as funny, write and tell me why.) The content of a political movement is often embodied (or lost) in clichés like these.

In the '40s, an Irish writer, Brian O'Nolan, writing under the pseudonym of Myles na'cGopaleen, wrote an article for the *Irish Times*; periodically, he would include a segment on the "Catechism of Cliché." What follows is an attempt to mimic this.

Q: What is a female, assuming she is older than 10?

A: A woman.

Q: Very good. And what is a male, assuming he is under 30?

A: A boy.

Q: Excellent. And what tautology regarding same is no excuse for anything?

A: That boys will be boys.

Q: What are feminists no longer?

A: Hairy-legged bra burners.

Q: Describe today's feminists, by contrast.

A: We are sensitive women, working through a process of consciousness-raising rather than towards a goal of domination or rebellion.

Q: What will not get the feminist movement anywhere?

A: Infighting and tactical warfare.

Q: How can these be avoided?

A: By forming an agenda on which we can agree.

Q: Any agenda?

A: No. A feminist agenda for the '80s.

Q: In a feminist discussion, is a person's contemptible action described as "just like a man"?

A: No. The activity (or the agent) itself is "male-identified."

Q: And what are true feminists?

A: Woman-identified.

The Plain People of Ireland (another of Myles's devices): What's all this? Shouldn't that be female-identified?

Self: You've got me.

The P.P.I.: Well, you'll hear more about this, I promise you that. We won't stand for a grammatically inconsistent ideology, we won't.

Self: Let's just go on.

The P.P.I.: Oh, all right, but you've not heard the last of this. . .

Q: Isn't it peculiar that the terms should be male-identified and woman-identified?

A: Sexism is implicit in all modern languages. We cannot alter language at the outset, but must do it as part of the process of consciousness-raising. In the meantime, we attempt to equalize matters. Just look at the word *woman*, made up as a mere addendum to *man*. That's sexist, by God. . .

Q: Thank you, that is quite enough. What do women engage in?

A: Spinning and weaving.

Q: Literally? That sounds rather retrograde.

A: No, figuratively. I don't have time to explain it all to you.

Q: Quite all right. And to whom do women talk, and about what?

A: Women talk to other women, about women.

Q: What do these women seek to change?

A: Society.

Q: What sort of society?

A: The current patriarchal and misogynist society.

Q: And what is this catechism?

A: It's not funny.

Is peace dangerous?

"Peas? What's all this fuss I hear about peas? Everybody's saying that peas are essential for human survival, and that the world is headed further and further away from peas. I say, absolute poppycock! Plenty of other vegetables have Vitamin E, and they're not canned either, the way peas always are these days. Moreover, as far as heading away from peas goes, they're still very popular in restaurants and I never have any trouble finding them in supermarkets."

"Excuse me, Miss Littella, but that's *peace*, not *peaze*."

"Oh really? . . . Never mind."

Others have noted a typical American tendency to regard European fashions as worth copying. "Italian shoes, French croissants, German peace movements," one expert rhapsodized, "And it's not one sided either. The Russians love American blue jeans." And speaking of fads, how much longer can *Trivial Pursuit* monopolize American leisure time?

It's easy to see why your average misguided American might embrace the struggle for world-wide peace and nuclear disarmament. For instance, he might wake up one day believing he was a Communist. Adopting 'peace' as a platform requires little intellectual capital, often amounting to a cheery, "I think if we got rid of our missiles the Russians would of course dump theirs, and then we could all go out to dinner."

Advocating peace, furthermore, is like advocating "Goodness" or "Happiness." No one will disagree with you—therefore, there's no need to defend your stance, but merely wallow in your goodheartedness. The "end" of peace is universally maintained, but means proposed include everything from Soviet-American singfests, obstructing traffic at American bases in Europe, to stationing an MX in every suburban garage.

Back in the sixties, when a Vietnam war of doubtful morality or utility was being waged, opposition was an act of decided courage, often requiring vast energy, firm conviction and indeed, a willingness to counter law, pro-war sentiment, and bricklayers with bats. The acceptability of pacifism in 1984 is so widespread that even staid Bryn Mawr College has jumped on the bandwagon of peace, sponsoring lectures and a Peace "Studies" mission with as much an eye to publicity as new perspectives. The lack of any actual peace "studies" at this august institution, and the College's waffling over whether or not to file the Solomon Amendment amicus brief, however, reflect the trendiness of peace movements. Bryn Mawr, to its usual credit, has avoided trendiness quite well.

Here's where my iconoclasm emerges.

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Paula Tuchman

Few people understand the true nature of peace any better than Saturday Night Live's Emily Littella. Comprehension of the dangers of peace is inversely proportionate to the momentum of the so-called peace movement. Bored with disco, refugees from the 1970s have either fled to the healthclubs or have scaled the battlements of peacemongering, challenging the need for America to defend anything except suburban homes from burglars.

Why the dove instead of the dance floor? What has suddenly compelled millions to declare, "Yeah, I think nuclear weapons are dangerous. Is this a Gallup poll? Ethel feed the dog," and "Sure Reagan should talk to Chernenko. He could be tough, too. He could call collect."

The resurgence of pacifist sentiment in the United States is a phenomenon that has been explained by hundreds of researchers, all of them wrong. Some have suggested that the major networks' programming schedules this season have failed to combine the requisite soporific comedy and searing drama needed to keep the national viewing audience lobotomized and politically passive.

The out-of-the-ordinary student contributes a re

In this issue of the *College News*, we wanted to hear from students who constitute, in a sense, a special minority in the Bryn Mawr community: those who are not "just undergraduates," but who bring a different perspective through their experiences at other institutions. They are transfer students, post-bacs, graduate students in arts and sciences, and graduate students in social work and social research. We also include an article by a student pursuing an independent major who has done extensive work at another college. We feel that this kind of diversity is a unique part of Bryn Mawr's status as a university/college, and that these articles offer a glimpse of what life as an atypical Mawrtyr (if such a creature exists) is like.

The Editors



Mary Finn: "Living the fiction that it all can get done."

English Ph.D. candidates are career-oriented

by Mary E. Finn
Graduate School of Arts and Sciences,
English Department

When a person decides to pursue a graduate degree, particularly a Ph.D., she or he engages in an enterprise that is no less professionally motivated or career-oriented than any other post-baccalaureate activity. One joins Merrill Lynch as a corporate bonds trader, for instance, or one studies for the Ph.D. in English at Bryn Mawr. Well, not quite, but I make my point about professionalism.

Canady, Thomas, Dalton and the Science Building are the everyday workplaces of some 300 aspiring professionals whose noticeable lack of corporate paraphernalia (briefcases, business cards and trench coats roomy enough to cover a suit jacket) belies the seriousness of their ambition. How are these ambitions accommodated at a small women's liberal arts college; in fact, what brings a graduate student to Bryn Mawr? When that student arrives, how does her or his experience resemble or differ from the Bryn Mawr undergraduate's?

What follows are my impressionistic responses after thinking about these questions. They make no claims to a method other than my own powers of observation, and do not even claim finally to answer the questions.

Contrary to popular belief, graduate and undergraduate students share some substantial chunks of the Bryn Mawr experience, including a president, the libraries, the new gym, coffee hour, and most importantly, the faculty. If the campus constitutes the workplace, however, a graduate student's familiarity with it extends only as far as is necessary to "get the job done."

Graduate students don't participate in or even know about such things as the Honor Code, Hell Week, room draw, or the six week paper. Of course, there are exceptions. Some graduate students doing double time as English instructors actually assign six week papers, and wardens are required to be functionally schizophrenic. Normally, however, graduate students discuss prelims, language exams, conferences, dissertations, curriculum vitae, teaching assistantships, and who broke the table in the Glenmede kitchen.

I would avoid characterizing the graduate student body in any systematic way because its heterogeneity defies such generalization, but I can address two significant points regarding the graduate experi-

ence. First, as is generally the case in a work setting, many graduate students assume other roles when they leave the campus. They are spouses, parents, perhaps even grandparents, employees, tenants, and homeowners. Bryn Mawr does not define their world to the extent that it does, and should, define an undergraduate's, and any concern they show for the College locates itself in their particular department. Both this multiplicity of roles and a strong departmental identification account for the observable lack of student cohesion, organization and activism.

Secondly, Bryn Mawr graduate students more than occasionally are men. In a school whose primary agenda attends to an all-female undergraduate student body, this segment of the graduate population has its own unique set of circumstances and problems. It is my observation, for example, that some Bryn Mawr women,

both graduate and undergraduate, want to exact payment from Bryn Mawr men for the sins of their absent brothers. Though no man will die of turned tables, and probably will benefit in the long run, I only have to imagine myself in the middle of an elite male enclave without the support of a network of female friends to appreciate the difficulties of being male at Bryn Mawr.

In general, of course, the men work alongside the women in the daily challenge of living the fiction that everything can get done. This fiction unites students in all departments, at every stage of completion, and finally unites graduate students with undergraduates as well. In literature, we throw around the notion of closure quite a bit, and in one way a B.A., B.S., M.A., M.S., or Ph.D. signifies evidence of the felicity of closure, a fancy way of saying, "Thank God, I did get it all done."

Independent major appreciates liberal arts

by Sue DeBoer

When I first came to Bryn Mawr, I had no idea that I would want to major in computer science, or I would have gone to some other school. Bryn Mawr is the last place one would associate with computer science, but for what I wanted then—a good education—this seemed like a good place to be. I knew I was right about the education by the end of my freshman year, but when sophomore year came around and I'd realized where my interests lay, I was convinced I was going to have to transfer in order to study what I wanted.

In discussions with my dean, Paula Mayhew, she encouraged me to speak with Jay Anderson, who is now my adviser, and apply for an independent major at Haverford and transfer it to Bryn Mawr as soon as the independent major program was approved officially by the faculty. With the support of Dr. Anderson and Dean Mayhew, my program was approved and I do not regret my decision to remain at Bryn Mawr in the least.

If I had transferred I would have been locked into an engineering curriculum which would not have allowed me to obtain a liberal arts education. Only part of this education is made up of classes in the liberal arts; the other part which I feel is just as important is being in an environment where scholarship is taken seriously, and where we study a major subject because of an interest in the subject itself and not

necessarily because of the value of the job market or graduate schools place in the subject.

Because of the lack of a sophisticated computer science program at Bryn Mawr I have done most of my advanced work at Penn. I have enjoyed getting to know Penn—its campus, students, faculty, and registration procedures; now I feel almost as at home there as I do at Bryn Mawr. This experience has its dark side as well: I travel to Penn four times a week, which means eight hours a week lost in transit and dealing with public transportation. SEPTA employees, who are either on strike (which has happened several times) or learning a new job (as last January when Conrail gave up the Paoli train), have more important things concerning them than the fact that I have classes to attend. I was thirty minutes late for a final exam last spring because a train broke down. Luckily my professors at Penn have been very understanding of my situation; one went so far as to take a personal interest in me and has given me much valuable counseling.

I would like to go on to a career in the computer science field, though I'm not sure in which sector of the field I'll eventually settle. I may not be trained in a specific job as I probably would have been had I transferred, but I feel that in the long run my Bryn Mawr education will serve me better than any engineering training could.

Post-bacs m

by Karen Sullivan

They look older, know each other by their first names, live off-campus, have study groups exclusively for themselves, and have been described as "a little more focused" than the average Bryn Mawrtyr; yet they take biology, chemistry and physics classes side by side ordinary undergraduates. "It seems like a lot of freshmen don't know what post-bacs are," stated post-bac Cathy Zack.

These students are, in fact, Bryn Mawr's post-baccalaureate students who have already graduated from college and have recently realized that they want to attend medical school. They are fulfilling the preliminary requirements here.

The typical post-bac is twenty-eight years old, lives off campus and has often had a year or so of graduate school in another field before deciding on medicine. Michael Wholly, for instance, has completed his Masters in Business Administration at the Wharton School and is now engaged in the post-bac program. While the program was originally begun by Bryn Mawr alumnae for women changing careers, the student body is now comprised of half men and half women.

Zack describes the post-bac experience as "not at all like an undergraduate experience" because they do live off-campus and, while there are some post-bac cliques, much of their social life is based outside of Bryn Mawr.

Another difference between Bryn Mawr and Zack's undergraduate college, Oberlin, is the greater student-faculty ratio in the introductory level science courses. As Bryn Mawr's literature boasts close student-faculty interaction, Zack and many other post-bacs chose Bryn Mawr's program over a larger program like Columbia University's for just these reasons. Zack finds the "impersonality" of the program to be one of her chief disappointments. "How



Richard Logan '49 is the only male recipient of

freshening perspective to Bryn Mawr community

more focused

can they have time for everyone when they have 200 students in a class?"

Zack appreciates the lack of competition among the post-bacs, which she attributes to the 97 percent medical acceptance rate. Post-bacs hold study groups, though Zack states that it is difficult to find people who work at the same rate and do not hold the group back. Zack's roommate, for instance, often phones up others three times a night for help and encouragement on her work.

Nevertheless, Zack is disturbed by the "contagious self-discipline" which she finds not only in the post-bacs but also in undergraduates whom she meets through her courses. "I worry about undergraduates who work so hard that they don't seem to be having much fun, and I don't mean frivolous fun."

A number of post-bacs have been attracted by the provisional acceptance offered by four medical schools upon acceptance into the post-bac program. The Medical College of Pennsylvania has accepted four or five; the Medical School of Rochester has accepted approximately ten; the Dartmouth Medical School has accepted three; and the Hahnemann University School of Medicine has accepted seven Bryn Mawr students.

Post-bacs who are not accepted into one of these schools must wait until the following fall to take the Medical School Admissions Test. On the average, post-bacs need a school year and a summer to complete the two chemistry, one biology and one physics course required for medical school, while those aiming for Harvard and Yale often stay on to take upper level science courses.

Despite her surprise at the number of students in her classes, Zack is, on the whole, pleased with her experience as a post-bac thus far. She finds her classmates "genial—and there's a lot of camaraderie."

Brown transfer contented

by Kris Anderson

Junior Sarah Nicklin transferred to Bryn Mawr after one and a half years at Brown University; now in her second year at the College, she says she feels "very lucky to be here, and to have a comparative perspective. A lot of people here don't realize how good it is."

Nicklin, who is a committed pre-med student, left Brown because she felt that the atmosphere for pre-meds was overly competitive. "The school takes the attitude that not everyone's going to make it," she explains, "so some people are going to get weeded out. I found that discouraging." She also found professors largely inaccessible. "They don't see any need to be available to the students. They just present the material and expect you to assimilate it."

In terms of social atmosphere, Nicklin enjoyed Brown. "It's a very easy place to be happy. When I first visited there, I went around and talked to people and everyone said they liked it. They were all happy. It's nice to be at a place where everyone feels that way." But, she says, there are trade-offs involved. "Academically, it wasn't what I wanted."

Nicklin feels that Bryn Mawr suits her interests well. As a pre-med, she finds the atmosphere here supportive, while as a history major, she feels she's getting a solid liberal arts education. She was pleasantly surprised by "the sense of solidarity at Bryn Mawr, because it's small and because it's a women's college." She noted that "the professors and administration really care about you as a person. I didn't believe it was possible!"

Nicklin, who lives in a warm, eclectic Denbigh suite with one roommate and one cat, feels very much assimilated into the Bryn Mawr community. She credits the transfer dean and the transfer customs system with aiding in the transition.

Though the people in her customs group didn't necessarily live in her dorm, she says she eventually made friends with the people in her hall "just like anyone else."

Ultimately, Nicklin feels she's the better for her varied experiences. A Bryn Mawr education versus a Brown education is "a vastly different thing," she says; "it depends on what you're looking for." Bryn Mawr, she explains, offers not only the kind of education she is seeking, but the unexpected pleasure of "being with a lot of women I can respect."



Sarah Nicklin '85 and Olivia:
"I feel very lucky to be here."

Social workers overcome isolation

by Robin A. Lounsberry
Graduate School of
Social Work & Social Research
Social Policy and Program Development

What is it like to be a graduate social work student at Bryn Mawr? The question defies an easy answer. One thing is certain: my experience has not been dull, but rather a fast-paced, varied two years of challenge.

My decision to come to Bryn Mawr was based on several factors: the school's reputation, especially in the field of Social Work; the study options available (namely a secondary degree program in Law and Social Policy, the availability of doctoral courses and a reciprocal study agreement with the University of Pennsylvania); and a course specialization in an area of interest to me—social policy and program development. My expectations were high and I have not been disappointed.

During the past two years, I have studied community organization, advocacy, planning methods and administration. My second year field placement at the Philadelphia Area Project on Occupational Safety and Health (PHILAPOSH) has contained elements of each of these courses. Since September, I have spent two days a week at this organization, being involved in a legislative campaign for passage of Right-to-Know legislation in Pennsylvania. This bill (H.B. 1236) would make chemical identification and hazard information available to workers and community residents. My work on this issue has included policy analyses of all bills introduced during the campaign, lobbying, developing educational materials and organizing the involvement of PHILAPOSH members. Being involved in a political action campaign has been an invaluable experience.

Looking back, I would say that my educational experience at Bryn Mawr has been excellent. However, this experience includes more than attending classes and going to field.

A question frequently asked of social work students is whether they feel like a part of the whole campus atmosphere. It is true that social work graduate students are not identified as often on campus because we spend much of our time in the Social Work school at 300 Airdale Road. All of us at the school have felt this isolation at times and it has made interaction with other Bryn Mawr students occur less frequently than usual.

Fortunately, there are ways to overcome this isolation and many of our graduate students take advantage of these. Many students are involved in the Student Government Association and several hold positions on faculty committees both at the school and on the main campus. Our students also hold positions as wardens or hall advisors. This year, I have been a member of the Bryn Mawr-Haverford Orchestra, playing the flute. This experience has given me the opportunity to meet more students and to become familiar with the Haverford campus. Living at Glenmede, the graduate residence, I have made several new friends both in Social Work and in the Arts and Sciences.

All in all, I would say that my past two years at Bryn Mawr have been exceptional. I couldn't have made a better decision.

G.I. received A.B. in 1949

by Beth Leibson

After World War II, there was an inundation of men seeking to attend institutions of higher education. After coeducational colleges and universities took additional men, women's colleges began to open their doors as well. Most of the Seven Sisters enrolled many male students (Vassar accepted approximately 200), while Bryn Mawr had only six. Of these, only one, Richard Logan, actually completed his baccalaureate, graduating in 1949 with a degree in Spanish.

Of the others, three left the College after only a semester or two. Jim Lawless left after about a year and a half to take a job and Eugene Galater spent two years at Bryn Mawr before transferring to Swarthmore. One alumna, Carol Pitt Lawless, suggested that they left because they were uncomfortable in the all-women atmosphere. Logan remained at the College because "it was convenient"; his parents lived in Bryn Mawr, unlike the other male students.

These men do not seem to have made a lasting impact on the College. They were all non-residents. Their arrival was not announced in the *Alumnae Bulletin*, nor did President Katherine McBride make note of it in her papers. Official records are not even certain of the precise number of men,

listing it simply as "six or seven."

Women's responses to having men at the College appears to have been mixed. One student at the time, Carol Pitt Lawless, recalls, "I was happy to have them there. All of them were friends of mine. I even married one of them." But, Hope Goodale '48, a Spanish major, remarked that she "was upset that there was a man in our class." She was so upset, in fact, that she slammed the phone down in disgust. . . .

Logan remembers, "It was very hard to get into college because of the deluge of people coming back after the war. I heard Bryn Mawr was taking applicants and so I went right over. The students were of a very high caliber and I got a very good education—but it was hard to study because of the distractions. Or maybe I wasn't that mature."

Logan partially completed his masters degree at American University and is now a part-time or "air jump" professor at Cornell University's Labor School, teaching contemporary labor problems and labor history from "a union point of view." He holds down a second job as an aircrafts worker.

Logan, like Lawless and Galater, married a Bryn Mawr woman; all three have divorced. His daughter considered applying to Bryn Mawr, but decided against it because it was "too academic."



Bryn Mawr A.B.

PBS pioneer pleads TV purity

by Alice Jane Sillman

Claiming commercial television is a fantasy which "represents the crudest and most vulgar aspects of American life," Ward Chamberlain's speech last Wednesday on "Television as a Cultural Force" derided commercial television and appealed for more quality controls.

Mary Patterson McPherson introduced Chamberlain, outlining his impressive qualifications. A Princeton graduate who first went into law, he was one of the pioneers of public television when it was formed in 1968. He was vice president of Public Television in New York City before becoming President of Washington, DC's public television station WETA.

Speaking to a good sized audience, Chamberlain's style was polished and his speech well prepared, if not exactly riveting. He compared the poor quality of commercial television in the United States with the superior standards of television in other countries, explaining the reasons for this phenomenon.

Chamberlain's brief historical perspective on regulations in the media helped to explain the qualitative decline of television in this country. When broadcasting was first introduced, it was completely unregulated. However, in the thirties the Federal Communications Act of 1934 stipulated that radio station owners broadcast in the public good. For several decades this policy was firmly adhered to: the notion of a public trust remaining strong.

However, as the enormous profits available through television were recognized, the dollar value of a television audience quickly outstripped other concerns. Advertising began to dominate the media. Stations quickly responded to such lucrative benefits by aiming shows at large audiences with no thought to quality.

Recently, regulations requiring responsi-

ble broadcasting have been disregarded. Chamberlain claimed both the Carter Administration and the Reagan Administration follow the policy of deregulating the television industry.

Chamberlain proved his assertion that trashy television abounds by reading the top ten Neilsen shows for the week. Aside from "60 Minutes," all the shows were nighttime soap operas, banal adventure shows, and weak situation comedies. These shows, which Chamberlain dismissed as "space fillers which make no demands," abound because there are no inducements for the commercial networks to introduce anything better.

It was believed that with the advent of cable television many of these problems would be alleviated. However, this is not the case. As television is an extremely expensive media, producers need a big return. Cultural stations are not able to produce such a return. The CBS produced cultural channel "Bravo" was dropped after having lost \$75 million. Another venture, "The Entertainment Channel," lost \$50 million before dropping out of the industry.

Chamberlain made a plea for public television in the United States by comparing the strength of public television in other countries. In Great Britain, the renowned BBC is funded by an assessment tax on television, providing quality broadcasting. Japan and Italy both have strong public television stations along with commercial networks. In the United States, however, public television is weak and underfunded.

To correct the current situation, Chamberlain urged the revival of the concept of a public trust. He advocated re-regulation of broadcasting to provide broadcasters with more altruistic incentives. Finally, Chamberlain suggested that a "television environmental movement" was necessary to clean up the airwaves.

Guide for Perplexed Women

Wednesday, March 28, 4:15 p.m.
Thomas 110

The Dean's Office and the Department of Political Science presents the fourth in a series of lectures on women in development, entitled "Women's Changing Role in the Third World."

Wednesday, March 28, 7:00 p.m.
Crenshaw Room

Women's Alliance will meet.

Wednesday, March 28, 8:00 p.m.
Goodhart

Mona Van Duyn, the National Book Award and Bollingen prize poet, will read from her work, as this year's Marianne Moore poet.

Wednesday, March 28, 8:00 p.m.
Haverford Women's Center

Sally Russo will lecture on psychotherapy.

Thursday, March 29, 4:15 p.m.
Kirby Lecture Hall (Martin 201),
Swarthmore

Mary Garrad of American University will speak on "Feminist Approaches to Art History"

Friday, March 30, 7:00 p.m.
Crenshaw Room

Baby Feminism will meet.

Saturday, March 31,
9:00 p.m. to 1:00 a.m.
St. Mary's, 39th and Locust

There will be a Sisterspace dance. The cover charge is three dollars.

Sunday, April 1, 2:00 p.m.
Crenshaw Room

The Lesbian Support Group will meet.

Wednesday, April 4, 4:00 p.m.
Dorothy Vernon Room, Haffner

The Women's Studies Department, Department of Sociology, and the Office of Minority Affairs present Professor Fatima Meer, a sociologist and South African activist, who will speak on "Black Women in South Africa: Economic, Political and Legal Rights."

Wednesday, April 4, 7:00 p.m.
Crenshaw Room

Women's Alliance will meet.

Wednesday, April 4

National Anti-Apartheid Day. Wear arm-bands.

Friday, April 6, 7:00 p.m.
Crenshaw Room

Baby Feminism will meet.

Sunday, April 8, 2:00 p.m.
Crenshaw Room

The Lesbian Support Group will meet.

Van Duyn to wax poetic

by Vivion Vinson

Mona Van Duyn, a highly praised American poet, will read selections from her work today at Bryn Mawr's annual Marianne Moore Poetry Reading. Winner of the National Book Award, Van Duyn's other prominent accomplishments include receiving a Guggenheim Fellowship and the Bollingen Prize, as well as election to the American Academy and Institute of Arts and Letters. *The New Yorker*, *The New Republic*, and *The Sewanee Review* have all published her poems, and her complete works to date include six volumes of poetry.

A colloquium held on Friday, March 23, provided an interested audience with an introduction to the work of Ms. Van Duyn. Her use of clear structural form distinguishes her from most contemporary American poets, whose free verse and introspective focus have inspired the critical term "naked poetics." Van Duyn's work, on the other hand, displays the degree of control characteristic of "traditional" poetry, although her innovative use of familiar structural elements testifies as to her originality and imagination.

According to Van Duyn, a poem ought to illustrate "eyeful by eyeful the exact, extensive derangement." The vividness and analytical nature of her imagery fulfills this role, bringing to the reader's eye a synthesis of moral and image. This traditional approach to subject matter allows Van Duyn to extend beyond the topical limits of "naked poetics," and return to the realm of the "big questions": what is love, what is poetry, what is God?

Oddly, Van Duyn's voice as a woman

appears to be locked in a setting of passivity and domesticity. Her diction and imagery consistently illustrate a dichotomy between male and female roles, suggesting a muted feminist consciousness. The one predominant theme in her work—love and love relationships—manifests itself in a female perspective characteristic of her generation specifically. Unfortunately, this prevents younger female critics from easily identifying with Van Duyn's themes and issues.

Van Duyn's rejection of modernist, rebellious tendencies may mark the initiation of a new, more disciplined trend in American poetry. However, her work may demonstrate a longing for tradition that prevents her from assuming such a trend-setting position. Those wishing to settle the dispute themselves may listen to the poet's reading of her work at 8:00 in the Goodhart auditorium.

T-shirt offensive

(Continued from page 2)

the painful ways in which cancer ran my life during a hard year of successful treatment. I know that I am not the only mastectomee on the Bryn Mawr College campus. I am certainly not the only woman in the present student body who will have a mastectomy in her lifetime. One out of eleven women will develop breast cancer; and though statistics may be improving, at present about one-third of those affected die from the disease.

Breast cancer is not a joke. Neither is mastectomy appropriate subject matter for a t-shirt. Remember those women for whom the legend "no breast here" is only too real.

Name withheld on request

Women poor in Central America

by Natalie R. Sacks

"Nowhere have I seen policy statement or policy change... to take the phenomena of female headed households into account in planning," said Isabel Nieves, in her lecture last Wednesday on the *Feminization of Poverty in Central America*. Nieves is from Guatemala, and is currently a staff social scientist at the International Center of Research on Women.

Nieves lectured on her field experiences in Central America with poor women, explaining how she got interested in this issue. She went on to discuss her own work, and presented statistical data on the number of female headed households in Central American Countries.

In 1975, Nieves left the U.S. to do field work for her dissertation. When the February 1976 earthquake (23,000 dead) hit Guatemala City, she dropped her plans to go to Ecuador and remained in Guatemala for three years to work on reconstruction. She did volunteer for the European Economic Commission. Much of her work was done in shanty towns which had sprung up on the periphery of Guatemala City due to the earthquake. It was here that Nieves "became intellectually aware of something going on," namely the quantity of unwed mothers who were single heads of households.

After this work, Nieves spent three and a half years with the World Health Organization as a medical anthropologist, travelling throughout Central America to do nutritional surveys. Again she noted the prevalence of female headed households, and was struck by the difference in what she saw from the theories presented in most studies.

As a result of these experiences she decided to do a more systematic study of the relationship between female headed

households and poverty. In her discussion of this, Nieves suggested that "Female headed households is a phenomenon associated with economic marginality in Third World countries" but more importantly, that female headed households show "Adaptive strategy for dealing with poverty," not that female headed households cause poverty, which is what the media suggests.

Nieves offered a list of events that are associated with the existence of and the increase in the number of female headed households. Among them are: male unemployment, male seasonal migrations, single female rural-urban migration, commercialization of agriculture, forced conscription into armed services, institutionalized terrorism, violation of human rights, and civil war.

Nieves stated that "The percent of potential female headed households has increased because of economic crisis."

In her discussion of the data she stressed that unlike what most literature says, female headed households are not composed only of women, that there are men around, but that a woman is the main economic provider and/or main decision maker.

When asked about the reason for higher percentages in urban areas Nieves said that female headed households are a phenomenon linked to urbanization.

She also stated that in addition to the government's lack of response to this phenomenon the traditional Church rejects these women, as they are unwed mothers.

This lecture was the third in a series of four lectures on *Women and Development*. The final lecture, a presentation by three students of their own work on the subject, is scheduled for today.

Peace activists exchange new viewpoints

by Karen Sullivan

Fresh from experience with the peace movement in Europe, four Bryn Mawr students and one Haverfordian exchanged their thoughts on the nuclear build-up with other students at Convocation two Mondays ago.

One of the speakers, Will Reno, a winner of the Peace Studies contest which permitted him to travel through England, West Germany and Canada over the winter break, stated that he had approached his trip with two questions in mind: can peace movements affect government policies? and why are peace movements particularly active now? In regards to the first question, he found that, superficially, the European movements were "a complete failure," as the Pershing II missiles were deployed despite massive protest; on a deeper level, however, he found government officials "frightened as to what is happening within the population."

In regards to the second question, he pointed to a sense among people of a generation of "world falling apart under uncontrollable technology." People grasp at something they can control.

Doctoral candidate at the School of Social Work and Social Research Joe Mason next spoke on his recent private excursion in Europe, describing himself as the "voice of irrationality and pessimism for the evening" as he emphasized the concept of "technology run-away" and the effect of dealing with "something that is so awesome it throws everyone into uncertainty." His premise on nuclearism was that "It is not rational. We don't have enough

explanations on what is going to happen."

Peace Studies traveler Sara Hamlen next addressed the question of "What can individuals do to promote peace?" She emphasized the value of travel "to get out of the American perspective," pointing out that "people in Germany are really struggling for a national identity. It's really important for us not to assume that everyone is like us." She urged that we read outside the slick media, study the Soviet Union, make nuclearism a campaign issue, and support a candidate. With Reno, Hamlen agreed that "people are beginning to question things they never questioned before." She emphasized that we cannot expect govern-

ment to do right without our prodding.

Ninety six of over four hundred NATO cruise missiles are currently located at the Greenham Common Air Force base, forty miles away from London; Since the installation of the weapons in 1979, over 50,000 women have protested at Greenham, holding special events every December to commemorate the deployment. Junior Amy Villerejo and Senior Priscilla Isear attended this year's December demonstration and related their experiences and reflections.

* Villerejo described the activities of the women during her visit. Every hour, on the

hour, the women made a great deal of noise to voice their anger, and to accentuate the contrast between their noise and the usual silence of the base. The fence surrounding the base was decorated with what Villerejo called "signs of life" such as quilts, banners and photographs of children. Finally, the women sang.

Isear next compared President Ronald Reagan's interpretation of "realism, strength and dialogue" to how the Greenham women exemplified these characteristics and concluded that the women retain something which Reagan "has lost, or forgotten, and that is hope."

Women persecuted as witches, prisoners

by Karen Sullivan

The "fear of ingesting death through a woman" was the thread by which Amy Richlin of Lehigh University connected three classical female paradigms in her lecture last Friday on "Old Nurses, Witches, and Women Poisoners in Roman Ideology." In all three stereotypes, Richlin found an "inversion of motherhood, not motherhood, but momhood" which was seen as a threat to Roman society.

Richlin began her lecture by pointing out the association of women and poisoners prevalent in Roman culture. According to Quintilian, "You would believe a case of poisoning more easily in a woman." Whether or not women actually did poison more than men, they were clearly seen as

doing so. Valerius Maximus describes the execution of 170 women accused of poisoning their husbands in 331 B.C. While the victims of these women's acts were often public figures, husbands or similar figures of authority, poisoning was not confined to them; Richlin paraphrased Juvenal as saying, "Kids, watch out for your mom when she gives you that plate of cookies."

The extent of this fear of women as poisoners is reflected in the fact that one of the three grounds for divorce in Rome, alongside adultery and the counterfeiting of keys, was the penetration of women into the wine cellar. Finally, Richlin observed that the "propensity for poisoning is linked with the wife's unbridled sexuality" and in particular with adultery; Cleopatra was said

to have kept poison in a knot of her hair.

The image of the woman as a murderer is also seen in the extremely common stereotype of the *novicia*, the evil step-mother. Tales of the wickedness of these women abound in Roman literature. Seneca in particular is noted for his use of the stereotype in stories which Richlin found to be both "far-fetched" and "falling into patterns" such as the Phaedra-like tale of the woman who falls in love with her stepson and attempts to kill him.

The most extreme example of subversive women in Roman culture is that of the witch. As Richlin pointed out, the evil step-mother of Hansel and Gretel must be transformed into the witch before she can attempt to murder the children. The characteristics of the witch are almost point for point the opposite of what was expected of women. Perceived as "mom" because of their gender and "not mom" because of their sterility, as powerful because of their age and powerless because of their physique and social standing, witches were also seen as fond of alcohol and sex and as exercising supernatural powers. Finally they were seen as the inverse of mother-figures in their habit of desecrating corpses. A typical witch-tale describes how a man sent to protect a corpse from desecration by the witches falls asleep at his post and wakes to find himself without nose or ears. In another story, three witches fight over the body of a child.

In short, Richlin sees witches as "a fantasy of women outside, in groups, at night, out of place and threatening because they are out of place." One Roman commentator described witches with the phrase "what's on top they turn below."

The connections between the poisoner and the witches is seen in the fact that women who were divorced for adultery and poisoning were later divorced for adultery and witchcraft. In addition, both the witch and the poisoner are distinguished by their use of *venenum*, which in Latin can mean poison, the confusion of men's minds and medicine. Yet despite this clear association of women and food, Roman women did not cook as a class. According to Richlin, the identities and functions of the mother, wet nurse and grandmother were not always distinct; the word *mamma*, which means breast, was used to describe all three types of women.

As Roman society was "typical of a group that sees itself as always threatened by what is outside the group," the fear of the old woman who was "socially and functionally anomalous" was particularly acute.

While the lecture was attended mostly by faculty and classics majors, the audience seemed enthusiastic about Richlin's lecture. Senior Greek major Heather McLaughlin described it as "one of our best."

Letting peace issues simmer

(Continued from page 3)

Instead of agreeing with everyone from Henry Kissinger to Petra Kelly on the need for peace, I want to denounce it as a palliative, a panacea, and the first step towards society's destruction. To eliminate even the remote possibility of warfare is to challenge the assumptions upon which society operates and perhaps to ruin us all.

Why Peace Is Dangerous

1) All great literature has emerged from wartime experience. Look at *Gone With the Wind*—take out the Civil War, and you'd have approximately thirty pages of novel. The critics rave about *War and Peace*, but you can see for yourself which got second billing. Peacetime literature would be fascinating—it would all be about women finding themselves or something like that. Oh yes. And *Men of USC* calendars.

2) The Pentagon would be forced out of business. The excess billions of dollars would have to be spent on social services. Interest rates and inflation would rise, making it harder for young couples deeply in love and hoping to raise a family to buy a house. Divorce is inevitable, and the fiber of family life rots. Phyllis Schlafly, blaming it on the cessation of defense spending, would be elected to the United States presidency.

3) Young peaceniks, having nothing better to do, will hang around on streetcorners without an issue to protest, get into trouble, and make parents weep and long for the good old days when the army would have straightened Johnny out and cut his filthy hair.

4) War brings the country together. It inspires nostalgia in the survivors.

5) Have you ever seen Richard Gere in *An Officer and a Gentleman*?

6) Historians need work.

7) I would like some postcards from the Persian Gulf.

As you can see, the prospect of a peace movement gaining ascendance is frighten-

ing. Economic and cultural chaos and delinquent children are the least of our worries. What remains of Western civilization after countless wars is at stake. But I am not afraid to offer forthright solutions to this terrifying dilemma.

Alternatives to Peace

1) War. Except for the threat of conventional war mushrooming into nuclear confrontation, this is a traditional and sure bet. 98 percent effective in retroactive contraception. Excellent choice for floundering political leaders intent on securing support for next electoral campaign. (See Thatcher in Falklands, Reagan everywhere.)

2) State of Constant Tension. Often considered a best of both worlds solution, and preferred by choosier tempers who enjoy a rise in ire without the attendant danger of large numbers of messy deaths. Various trouble spots around the world—from Lebanon to the Philippines—keep the flames simmering. Excites political science majors and gives them a reason for living. Hot line to Moscow (when working) alleviates risk of real war.

3) *Unpeace at Home*. The possibility of a conflict at home might provide compensation for the loss of outside warfare. Civil wars between the Sun and Frost Belts are a distinct possibility. Increases in family tensions might supplement domestic battle.

4) *Carrots*. We cannot simply dump war after having relied on its efficacy and drama for so long. It is presumptuous to believe that we can eliminate its tidal pull on the course of human history. The peace movement cannot work within a vacuum. Perhaps emphasis on the moderating forces of conventional weaponry (which candidate Gary Hart advocates although I am a Mondale woman myself) would remove the spectre that nuclear weapons cast on polite conversation. So the next time you shrink from news reports of warfare and think longingly of the tranquility the peace movement seems to promise, remember that without the Napoleonic wars, Tolstoy would have been reduced to beating serfs and writing "One Day in the Mir" (village) instead. A pretty sobering thought, huh?

"After The Second Sex: New Directions": April 5-8, University of Pennsylvania

This conference will explore the directions of feminism and feminist scholarship in the years since the publication of Simone de Beauvoir's pathbreaking work. Highlights include:

- Panels on a variety of topics including "The Nature of Women's Political and Sexual Discourse," "Writing and Identity," "Feminist Film Theory," "de Beauvoir's Influence: the Development of Women's Studies," "Women and Power," "Third World Feminism," and much more;
- Addresses by poet Nikki Giovanni, Friday, April 6, Meyerson Hall B-1, 8 p.m.; and by Carol Gilligan, author of *In a Different Voice*, Saturday, April 7, same time and place;
- A film festival featuring the work of women: "Simone de Beauvoir" by Jose Dayan/Malka Ribowska, FAS Multi-Media Studio, Logan Hall, Saturday April 7, 12:00 and 3:30 p.m.; "Women in Films," same day and place, 2:30 p.m.; and "Born in Flames," shown throughout the conference;
- Art exhibits, including a Louise Nevelson Retrospective, at the Makler Gallery, 1716 Locust, 11 a.m. to 5 p.m. M-S.

Programs available at the Penn's Women's Center, 119 Houston Hall, 3417 Spruce, or call 898-8611.

Collins's shoes will be difficult to fill

by Snoozer Archer

It is difficult to write an article praising someone who had determinedly tried not to be praised. Senior Helen Collins, who is undoubtedly the best swimmer Bryn Mawr has ever had and possibly ever will have, has not been in the news much this year and she prefers it that way. Despite her desire for secrecy, however, her achievements must be acknowledged and applauded.

Helen came to Bryn Mawr not only for the academics but to continue her swimming as well; for the first time, swimming was to be secondary in her life. At Bryn Mawr, how could it be any other way? She has done well academically, as evidenced by her acceptance to Johns Hopkins Medical School, and her swimming has been equally impressive.

In her four years at Bryn Mawr, she has set four national records, been named All-American 18 times, won the prestigious Wheelan and Wheelan Swimming Award, which is given to the outstanding female swimmer in all divisions in the Philadelphia area, and she holds eleven of the eighteen individual team records at Bryn Mawr.

She has not only been outstanding in the water, but out of it as well. Coach Lee Wallington has only good things to say

about her abilities as a team leader and a team member as well. Having one of the best attendance records, Helen has also been consistent in her enthusiasm for everyone on the team. She has been invaluable to the morale of the team and has always made the Bryn Mawr swim team look very good. At Nationals, as Bryn Mawr's only representative, she placed the team twelfth in the standings out of eighty teams. That one swimmer could do that at Nationals shows just what caliber an athlete she is.

The swim team has not been alone in benefitting from her drive and motivation. All the Bryn Mawr athletes have received inspiration from her, not just in terms of bettering their skills at their own sports, but also becoming better sportswomen in the process.

Helen Collins has left a mark on Bryn Mawr sports that seems to signify that we can reach our full potential not only in the academic arena but in others as well, be they sports, music, drama or the arts. I doubt any other athlete will be able to fill Helen's shoes and I think that it is better that way. Keep in mind that a prejudiced swimmer is writing this. Who ever said I was going to be objective?



These Bryn Mawr athletes and their coaches attended Division III Nationals in their respective sports. Front row, left to right: Lori Hess, Coach Lisa Novick, and Carolyn Friedman, all of the gymnastics team. Back row, left to right: Coach Amy Wofford, Joy Ungaretti, and Sara Hamlen of the badminton team; Helen Collins and Coach Lee Wallington of the swimming team.

Gymnasts successful at Nationals

by Snoozer Archer

Beaming with success, the Bryn Mawr gymnastics team returned from the First National Invitational Division III Tournament with their best performances ever. Carolyn Friedman, who is without parallel on the uneven bars, earned an incredible 8.5 score on them, gaining an all-around score of 31.8 and placing eighteenth out of 35 women. Freshman Lori Hess, with an all-around score of 30.3, placed twenty-first among students of Division III schools.

Coach Lisa Novick is extremely proud of her gymnasts, whose intention at their first championships was to give their best performances ever and who miraculously did just that. Not too much pressure. These two gymnasts are representative of the remarkable abilities of the whole team and of their coach. They have turned this team around to produce a dedicated group who will suffer anything, including dieting, lifting weights, and practicing all year, to become formidable opponents. There is the possibility of the whole team traveling to the Division III tournament in the next three or four years.

The team will feel the loss of senior

Carolyn Friedman, however, who describes herself as "a dumb jock" (which could be true). She has consistently been a top scoring competitor all-around. She was also one of the two gymnasts nominated this year for the Wheelan and Wheelan award, given annually to the top gymnast regardless of division.

Friedman's improvement and that of the rest of the team seems to hinge on their coach. Novick, a graduate of West Chester State College, started competing in gymnastics in third grade, and at an early age decided that she wanted to coach gymnastics. She competed for two years at West Chester and then coached the last two, and throughout her career has come into contact with both very good coaches and very bad ones. From such experiences, she has developed her coaching methods.

Obviously, whatever Novick does is working, since the team has been getting compliments from spectators and competitors alike on their physical improvement and team morale. I hope that next year, members of this community will find time to see this team compete before you see them on television competing in the 1988 Olympics.

Cagers end season on high note

by Anne Robbins

As anyone who has watched the Bryn Mawr basketball team warm up can testify, the team can really put on a show—the "line" dance to "I Want You Back" is masterful entertainment. Like the true performers they are, then, the team went out on a high note, winning two of their final three games.

The team's first win of the season and first victory in Bern Schwartz Gymnasium came against Harcum. The Mawrtys, aware that they defeated Harcum last year and that Harcum was struggling this season, came out sky-high for the game, but, as often happens when a team gets really up for a contest, the play in the opening minutes was forced. A full-court press proved to be the solution, as it allowed the Mawrtys to translate their energy into points. Capitalizing on Harcum's ballhandling errors, Bryn Mawr took a 23-15 lead into the locker room at halftime.

Things remained pretty much the same until midway in the second half, when Harcum mounted a short-lived rally. Some timely outside shooting squelched the visitors' challenge, though, and Bryn Mawr went on to win handily, 43-31. The scoring for Bryn Mawr was balanced, with sophomore Orna Edgar leading the way with 10 points. Senior Jean Luscher ripped down 11 rebounds, while junior Anne Robbins and freshman Monika Thiel pulled in nine each.

The Mawrtys next faced Northeastern Christian Junior College, a team that had given Allentown College, which is headed for post-season play, a stiff challenge the night before. The Mawrtys knew it would

be a long day as soon as NCJC walked in the gym; their center was 6'2", and, even worse, their box was larger than the Mawrtys'. Largely on the strength of their defense—freshman Jenny Ho, who finished with 12 points on 5 for 13 shooting from the floor and 2 foul shots, was Bryn Mawr's only offensive threat—the Mawrtys' hung tough and were just 13 points down at halftime. In the second half, though, NCJC's height simply wore down Bryn Mawr, and the Knights rolled to a 78-39 victory.

The final game of the year was against Holy Family, a team at the opposite end of the spectrum from NCJC—they had a guard shorter than Anne Robbins. Again, a press propelled Bryn Mawr into the lead; the Mawrtys were up by five at the half. In a bit of déjà vu, Holy Family rallied midway through the final twenty minutes, but Bryn Mawr, sparked by seniors Alice Charkes and Jean Luscher, rose to the challenge. Charkes, who finished with a career-high 10 points, put in two shots at crucial points in the game, while Luscher's blanket-like defense frustrated Holy Family's baseline scoring threat, Linda Tascione.

Anne Robbins led the scoring with 15 points, and Orna Edgar, who capped off a sterling second semester of play with yet another sparkling performance, finished with 13. Ironically, it was a storybook ending to a year that fell markedly short of being a fairy tale. Not only did the team win the last game of the year, but also the team's two seniors, playing in their final game for Bryn Mawr, had pivotal roles in the victory. In a real sense, it was a grand finale.

Externs expand horizons

(Continued from page 1)

role model," remarked Rosenberg.

Rosenberg's sponsor was an alumnus of the College's graduate school. "We didn't have the same basic rapport as we would have had we both had the common ground of undergraduate life. It's not that we didn't get along; it didn't hurt my experience, but it could have been better," added Rosenberg.

Susannah Siger '86 worked with a freelance artist who is "not a household name, but a well-established artist." Siger's externship was "like an apprenticeship—I worked for her. I did everything from assisting her with her correspondence, catalogu-

ing slides and sharpening her color pencils."

Siger also visited galleries and went to the Guggenheim Museum. Giving the extern program rave reviews, Siger commented that, "It's a marvelous opportunity to get a real glimpse" of the work world.

Kristy Stengel '85 worked for the Navy Family Support Program. She read speeches, sociological studies and articles on general topics, and wrote an outline for a speech to be given by the chief of navy personnel. She read proposals for programs concerning spouse and child abuse, noting that "some were garbage, but a lot of them were fascinating."

FAME! GLORY! SWEAT!

Does your life lack any of these? Then consider entering the 1984 BMC IRONWOMAN MINI-TRIATHLON, to be held late April. The competition will include (approximate distances) 50 laps swimming, 20-25 miles biking, and 5 miles running. Contact Claudia Stuart (x5743) or Alice Charkes (x6065) for information. Don't miss this chance to test your machisma!

New England Women's Conference

This conference will be held at Wellesley on April 7 and will be attended by both students and college presidents. The conference's goal is to explore ways to meet the challenges before women today. Women's college education and the impact of women's colleges in promoting and preparing women for leadership in society are major discussion topics. Bryn Mawr is able to send 5-7 interested students. Statements of interest should not exceed one typed double-spaced page and should be given to Jenny LeSar, Susan Messina, or Beth Workmaster, all in Radnor, by Saturday, March 31.